MESSAGE TO TEACHERS/PROCTORS

April 2004

Dear Educator:

Thank you for participating in the Spring 2004 Indiana Core 40 End-of-Course Assessments. As you know, for the past two years Indiana has conducted statewide pilots of the Core 40 End-of-Course Assessments (ECAs) for Algebra I and English 11. Aligned with Indiana's Academic Standards, the ECAs are valuable tools for measuring what students know and are able to do and for ensuring the quality, consistency, and rigor of Core 40 courses across the state.

Spring 2004 will be the first operational administration of the ECAs for Algebra I and English 11. The results from the 2004 ECAs will serve as important indicators of school improvement. Schools must administer these assessments to all students enrolled in Algebra I and English 11 this spring in order to qualify for the top two school performance categories ("Exemplary Progress" and "Commendable Progress") under P.L. 221-1999.

Your school has opted to administer the pencil/paper version of one or both of these assessments. This manual will help with test administration at your school.

Your Corporation Test Coordinator will be your primary contact for all communication and materials regarding these assessments. Keep in mind that your Corporation Test Coordinator may be working with someone at the school level, an ECA Manager, to help with testing at the school level.

These are secure tests. All test materials must be returned. Please use the same procedures you use for ISTEP+ security, including check-in/check-out procedures to account for materials during testing.

Please review the following information and share it with the appropriate individuals in your school who will be involved in the ECA administration.

We appreciate your assistance in administering the Indiana Core 40 End-of-Course Assessments.

Wes Bruce, Assistant Superintendent
Indiana Department of Education

CONTACTS AND TELEPHONE NUMBERS

This Teacher/Proctor Manual is intended to assist with the administration of the Spring 2004 Indiana End-of-Course Assessment in English 11.

QUESTIONS? - Please contact your Corporation Test Coordinator or the school level ECA Manager.

For general information:

Visit: www.doe.state.in.us/core40

Contact: ECA Help Desk, Indiana Department of Education, at:

Phone: 317-232-9130
Email: eca@doe.state.in.us

IMPORTANT DATES

April 14 - 26   Test materials delivered to corporations and nonpublic schools

May 3 - June 4   Schools administer Core 40 End-of-Course Assessments

Schools have selected a two-week window between May 3 and June 4 for local test administration. At the end of this selected test window, schools score open-ended items, complete the Teacher Survey, and return all test materials and student answer sheets to their Corporation Test Coordinator for return to TASA/Indiana DOE.

May 10 - June 11   Test materials picked up from Corporation Test Coordinators

June 11   Last day for UPS pickup of test materials from Corporation Test Coordinator

GENERAL DIRECTIONS FOR ADMINISTERING

This booklet contains information necessary for administering the Core 40 End-of-Course English 11 Assessment. Familiarize yourself with these directions. Please follow the scripted directions when administering the assessment.

Security

All test materials must be kept in a secure area. None of the test materials may be reproduced or discussed.

Receiving Materials from the Corporation Test Coordinator

- Immediately inventory all testing materials received against the school packing list, located in BOX 1, and determine whether sufficient quantities of materials have been received. Use the packing list for noting the inventory.

- Contact the Corporation Test Coordinator at once if the material inventory does not match the school packing list or if the quantities of materials are not sufficient.

Structure and Time Allotment

- **Session One**
  Session One consists of multiple-choice items and open-ended items. Students will have 45 minutes to complete this session.

- **Session Two**
  Session Two consists of one essay prompt. Students will have 45 minutes to complete this session.

In order to provide students with the full time allotment to work on the assessment, you may want to allow 5 to 10 minutes at the beginning and ending of each testing session to distribute and collect testing materials.

NOTE: Schools may choose to administer the entire exam in one 90-minute session.

Preparation by the Teacher/Proctor

As the teacher/proctor you should become thoroughly familiar with the test schedule, the test content, and the directions for administration before administering the tests. Study the information and share it with additional proctors or other individuals who will be helping you administer the tests. The following guidelines and procedures are suggested to help you plan and conduct the testing sessions:

- Become familiar with the test content, for example, by reviewing the tests and rehearsing their administration.

- Read the directions for completing the student tear-out answer sheet, marking or writing the answers, and administering the tests.

- Plan to give students time to fill out the student data section on the front of the tear-out answer sheet.

• Have all of the materials assembled for quick distribution.

• Know your School Number and have it available for the students when they are completing the student data on the tear-out answer sheet.

• Make sure students have their Student Test Numbers.

• Be prepared to guide students through the specific directions for taking the test.

• Allow time for questions before beginning the testing period. Make sure students understand what they are to do before beginning the assessment.

• Monitor the students to be sure each student is marking or writing the answers properly. Students should bubble in the answers to the multiple-choice questions on the tear-out answer sheet. All other student answers should be written in the test booklet in the spaces provided.

Preparation of the Students

It is important that students anticipate the tests with interest rather than with anxiety. Prepare students for testing and establish a relaxed atmosphere. Point out that some questions are more difficult than others, but encourage students to do their best.

Use of Proctors

The tests must be administered by certified personnel; students **may not** serve as proctors. Familiarize proctors with administration procedures before testing begins.

Before Testing. Teachers/Proctors should help prepare the room for testing, assist in distributing the test materials, and assist in completing the student data on the tear-out answer sheet. Remind students to detach the tear-out answer sheet from the test booklet.

At the Beginning of Testing. Teachers/Proctors should be assigned and introduced to the students for whom they will be responsible during the testing period.

During Testing. Teachers/Proctors should check that students are marking the answers to the multiple-choice questions on the tear-out answer sheet and that open-ended answers are written in the test booklet. If a student is having difficulty understanding the tasks of marking answer choices, finding the correct question, or turning the page, please assist the student. After the testing has begun the **only assistance** given should be in the mechanics of taking the test, other than those accommodations necessary based on a student's IEP or Section 504 Plan.

Teachers/Proctors should adhere to the following guidelines:

• Make certain that each student is working in the correct place in the test.

• See that each student is marking only one answer for each question on the tear-out answer sheet or in the test booklet.

• Prohibit talking or sharing answers.

• Do not suggest the correct answer to the students.

• Allow adequate time for giving assistance to all students who need it.

• Inform the Corporation Test Coordinator and School ECA Manager if any unusual problems arise.

At the End of Testing. Teachers/Proctors should collect test materials and make sure that each student's tear-out answer sheet is inserted into the correct test booklet.

Verifying Students' Identification and Eligibility to Test

An important task of the Teacher/Proctor at the beginning of a testing session is to verify that all students present for testing are eligible for the Core 40 End-of-Course Assessment. The test administrator should be familiar with the students to verify their identification. Students will be required to enter their Student Test Number and 4-digit school number on the tear-out answer sheet. The Teacher/Proctor should have access to such numbers prior to testing day in the event the information needs to be accessed during testing.

Materials Required for Testing

This section provides information concerning all materials required for administering the Core 40 End-of-Course Assessment.

A.   Each Teacher/Proctor administering the Core 40 End-of-Course Assessment should have the following:

1.   pencils
2.   "Testing: Do Not Disturb" sign for the door
3.   watch or clock
4.   scratch paper (**NOTE:** any type of scratch paper, e.g., graph paper, is acceptable.)

B.   Each student taking the Core 40 End-of-Course Assessment will need the following:

1.   Core 40 End-of-Course Assessment English 11 test booklet
       (The test booklet includes the tear-out answer sheet.)
2.   Student Test Number and 4-digit school number
3.   pencil
4.   scratch paper

ACCOMMODATIONS ON CORE 40 END-OF-COURSE ASSESSMENTS

Testing Accommodations Guidance

A major goal of educational policy makers is to ensure educational opportunities for all students. It is equally important to measure the real progress of all students in attaining academic standards. Therefore, the participation of students with disabilities in Core 40 End-of-Course Assessments and the inclusion of their scores in related reports are important.

One significant issue to be addressed by educators as they attempt to increase overall participation in state and local assessment reports is the individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria.

Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects.

The following guidance regarding testing accommodations for students with disabilities is available for Indiana school corporations.

What is an accommodation?

An accommodation is a change in testing materials or procedures (i.e., timing or scheduling, response format, setting or environment, and presentation format) that enables students to participate in assessment in a way that measures their abilities rather than their disabilities. The purpose of testing accommodations is to "level the playing field" or to achieve parity with non-disabled peers in the test-taking situation.

Which students will require accommodations?

Students in special education and students with acute or chronic physical disabilities (as documented in a Section 504 Plan) may be entitled to any of the assessment accommodations specified in their individualized education programs (IEP's) or Section 504 instructional plans. However, it is important to realize that Core 40 End-of-Course Assessments use different criteria for determining eligibility for accommodations for students with disabilities, in accordance with state and federal laws. Consult the charts in this section and collaborate with students, parents, and test coordinators to determine which, if any, accommodations are appropriate for individual students.

How will schools document accommodations used during the Core 40 End-of-Course Assessments?

Teacher/Proctors should indicate whether or not a student receives accommodations during the exam on the tear-out answer sheet.

Will tests administered under accommodated conditions be scored?

All student tests will be scored, and results will be reported back to schools.

Which accommodations will be allowed during the Core 40 End-of-Course Assessments? Are any accommodations prohibited? Are there any testing accommodations that do not have to be documented during End-of-Course testing?

Generally, an accommodation is acceptable on Core 40 End-of-Course Assessments, if a student with disabilities uses the accommodation in testing situations that occur throughout the student's educational program; however, the test may not be modified. _Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and will not receive simplified instructions._

When a student's IEP or 504 Plan indicates that a response is to be **scribed**, the scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Prior to testing, the scribe should attempt to gather information regarding the student's level of vocabulary and spelling abilities from those who are familiar with the student's academic background. The scribe should then ask the student to spell out loud any word he or she thinks is not within the range of the student's vocabulary or spelling abilities. The scribe may not coach a student on the meaning or spelling of a word or read any portion of the reading comprehension passages. The scribe should type exactly what the student dictates, without capitalization or punctuation inserted. Every time the student pauses, the scribe should begin typing on a new line. No presumption is made about whether a pause is indicative of the use of a comma, period, or other punctuation. When the student has finished dictating, the typed text is presented for the student to indicate capitalization and punctuation.

NOTE: Some accommodations may only apply to the **online version** of the Core 40 End-of-Course Assessments. Additionally, some accommodations may only apply to either the Algebra I Assessment or the English 11 Assessment.

Chart 1: Accommodations **permitted** during Core 40 End-of-Course Assessments testing.

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
Time of day for administration is altered. Student provided additional breaks as necessary. Test administered in several sections. Additional breaks between tests as necessary. ***Student provided extended testing time for each test session (e.g., 50% more time, double time).+****	Student can have help handling the mouse. Student responds orally, while another completes the answers online. Student signs responses to an interpreter. Student has access to a scribe to type out response for essay questions. Student uses talk assistive technology device.	Student is provided special lighting conditions. Student is provided preferential seating. Student is given access to special furniture. Student is tested in small group setting.* Student is tested individually.* Student is allowed to use a slant board to hold testing materials at correct angle. Student is provided pencil grip or specialized writing instrument.	Student is given access to a visual magnification device. Student is provided auditory amplification device and/or noise buffers. Student has directions read to him or her. Questions are signed to the student by an interpreter.** Questions are read to the student.** Student uses talk assistive technology device.

Chart 2: Accommodations **prohibited** during Core 40 End-of-Course Assessments testing.

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
Student provided unlimited time to complete each test session.	Student responds in a language other than English which is then transcribed into English for scoring purposes.		Language in the directions is reduced in complexity. Story problems in the mathematical assessment use language which is reduced in complexity. Student is provided color-coded prompts for mathematical problems. Assessment is provided in a language other than English.

+ The accommodations in bold italics may also apply to LEP students.
* Select a time frame or limit. Do not let the assessment go on indefinitely if the student is not making progress.
** Except test questions that measure the Reading Comprehension which may not be read at any time.

Directions for Completing the Student Information Grid

Before testing, be sure that each student has his or her own test booklet and has detached the tear-out answer sheet. Students must use No. 2 pencils.

The directions on this page are to assist students in completing the Student Information Grid that is on the tear-out answer sheet which is the last page in the English 11 test booklet. Allow sufficient time for students to fill in all the information completely and accurately. Before beginning, the Teacher/Proctor should write the School Number on the board.

The material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the teacher/proctor and should **not** be read to the students.

Distribute the test booklets.

SAY **Make sure you are using a No. 2 pencil when taking this test. Pens are not allowed.**

SAY **On the front cover of the test booklet, print your first and last name, the name of your school, and the last name of your teacher in the spaces provided.**

Demonstrate by holding up the test booklet. Pause to allow the students to fill in this information.

SAY **Before we begin the test, we will complete the Student Information Grid located at the back of your test booklet. Open your test booklets to the last page now.**

Demonstrate by holding the test booklet open to the appropriate page.

SAY **Carefully detach the tear-out answer sheet from the test booklet.**

SAY **Follow these steps to complete the Student Information Grid. Find the space labeled TEACHER NAME and print the last name of your teacher in the space provided.**

Pause.

SAY **Find the space labeled STUDENT NAME. In the spaces labeled *Last*, print one letter of your *last* name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces labeled *First*, print one letter of your *first* name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled *MI*, print your *middle initial*. If you do not have a middle name, do not print anything in this space.**

Pause to allow the students to fill in this information. Check to make sure that each student is filling in the information correctly.

SAY   **Each box in the STUDENT NAME section has a column of circles below it. In the first column, fill in the circle that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one circle in each column.**

Pause. Check to make sure that each student is filling in the circles correctly.

SAY   **In the space labeled SCHOOL NAME, print the name of your school in the space provided.**

Pause.

SAY   **Find the space labeled STUDENT BIRTH DATE. Fill in the circle next to the month in which you were born.**

Pause.

SAY   **Below the word DAY, write the numeral or numerals of the day on which you were born. Write "0" in the first column if there is only one numeral in your day of birth. Now fill in the circles corresponding with your day of birth.**

Pause.

SAY   **Below the word YEAR, write the numerals of your year of birth. Now fill in the circles corresponding with your year of birth**.

*To ensure accurate scoring results, the Student Birth Date section **must** be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.*

SAY   **In the space labeled GRADE, fill in the circle next to the grade you are in.**

Pause.

SAY   **In the space labeled GENDER, fill in your gender (Female or Male).**

Pause.

SAY   **In the space labeled SCHOOL NUMBER, write your school's number and fill in the corresponding circles. The School Number is written on the board.**

Pause.

SAY   **In the space labeled STUDENT TEST NUMBER, write your student test number in the boxes. When you are finished, fill in the circles corresponding with your number.**

Pause.

SAY   **In the space labeled STUDENT ETHNICITY, fill in the circle that corresponds with your ethnic background.**

When all students have completed the Student Information Grid, begin reading the test administration directions.

Directions for Administering the Test

Session One

SAY   **Now open your test booklet to Page 3. This page contains directions for the test. Please read these directions silently to yourself, while I read them aloud.**

Demonstrate. Make sure that the students have found the correct page.

- **You will have 45 minutes to complete this session. I will let you know when to start and when to stop.**

- **This session contains 35 questions.**

- **Read each question carefully.**

- **For multiple-choice questions, mark your answers on the tear-out answer sheet.**

- **For open-ended questions, write your answers in the testing booklet in the space provided.**

- **Be sure to reserve time at the end of the session to review your answers.**

SAY   **Are there any questions?**

Answer any questions. If your students will be completing both test sessions today, please make sure that they complete one test session at a time, so that they have a short break between test sessions.

SAY   **When you come to the word STOP, you have finished the Session One. When you finish, you may check your answers in this section. Do *not* go on.**

You will have 45 minutes to complete *Session One*.

Make sure you are working on the correct number on your tear-out answer sheet.

You may now begin work on *Session One*.

> *Record start time: _____.*
> *Add 45 minutes.*
> *Record stopping time: _____.*

At the stopping time,

SAY **Stop. This is the end of *Session One*. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want.**

If students will be completing Session Two today, please allow them a short break before moving on. If this is the end of the testing period:

SAY **Close your test booklet. Put your tear-out answer sheet inside the test booklet.**

Collect all test materials, making sure that the student's tear-out answer sheet is in the test booklet. Redistribute the booklets when you administer Session Two.

Check to make sure the students have completed the student data section of the tear-out answer sheet. Fill in any missing data, including School Number.

Session Two

SAY **Open your test booklet to page 19. This page contains directions for the test. Please read these directions silently to yourself, while I read them aloud.**

Demonstrate. Make sure that the students have found the correct page.

- **You will have 45 minutes to complete this session. I will let you know when to start and when to stop.**

- **This session contains one essay prompt.**

- **Read the directions and the essay prompt carefully.**

- **Write your essay in the space provided.**

- **Be sure to reserve time at the end of the session to review your essay.**

SAY **When you come to the word STOP, you have finished the test. When you finish, you may review your response in this section only. Do *not* go back to *Session One*.**

You will have 45 minutes to complete *Session Two*.

You may now begin work on *Session Two*.

Record start time: _____.
Add 45 minutes.
Record stopping time: _____.

At the stopping time,

SAY **Stop. This is the end of *Session Two*.**

Collect all test materials.

AFTER ADMINISTERING THE ASSESSMENT

Scoring

- Schools are responsible for scoring the open-ended questions. The English 11 Scoring Guide provides all the information necessary for scoring. Although you do not have to score the multiple-choice questions, the answer key is provided in the back of the English 11 Scoring Guide, so that you can score these sections and use the results of the assessment as a portion of your students' final grades.

- Scores for the open-ended questions must be recorded on the student's tear-out answer sheet in the section labeled FOR TEACHER USE ONLY.

- Use a No. 2 pencil for recording scores.

- Only school staff may score the open-ended questions. Students **may not** score the test.

- Questions about scoring should be referred to:
  ECA Help Desk, by phone: (317) 232-9130, or email: eca@doe.state.in.us

After Scoring

After open-ended items have been scored and recorded on individual student tear-off answer sheets, **Teachers/Proctors should**:

- Stack all answer sheets in alphabetical order by student last name. Keep each class separate.

- Place a **completed** *Teacher Identification Sheet* on top of each stack of answer sheets and place in a *Scoring Services Envelope*. There should be a separate *Teacher Identification Sheet* and *Scoring Services Envelope* for each class.

- Stack used test booklets in alphabetical order by student last name. Keep each class separate. Stack unused booklets separately.

- Place the *Scoring Services Envelopes* on top of the stacks of test booklets and return together to the School ECA Manager.

- Also return the *Scoring Guide* and **completed** *Teacher Survey* to the School ECA Manager.